I equate the “Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement” to evaluating a football team for a football season. You analyze your player’s strengths and weaknesses. Identify where you need to work in order to create balance on your team. What skills do some players need to work on? Once the information has been gathered and analyzed, a plan for preparing your team for the season is established and executed. My analogy to the “Reflection Guide” is watching and studying the game films after a game.

Most projects need a basic outline or structure to follow. The “Team Dialogue Guide: Moving From Data to Classroom Instructional Improvement” provides that outline.

As a principal, I would give the guide to the departmental leaders to help in analyzing the data to identify areas that need attention. The “Reflection Guide” would then serve as a good analysis of the results.

Nice analogy, Jack! I also agree with your statement that most projects need a basic structure to follow. Much like going on a trip without a map, it is certainly better and easier for a school/team to use an outline or dialogue guide.

Professional Learning Community- "Building a sense of community in schools leads to shared vision and positive changes in school culture and an improved capacity to serve students". (Boyer 1995, Fullen 1997). The key word is **SERVE**. Many principals take the approach that teachers are here to serve them and it is quite the opposite. Many will agree that teachers are here to serve the students, but when a principal takes the approach as a servant to the teacher true collaboration occurs. A collaborative environment among teachers is vital in creating a positive learning community. When teachers feel they have a say and a stake in the success of the school, a true sense of ownership in the progress of the school occurs. The principal is there to serve and facilitate that process. When a principal asks, "what are **YOU** going to do to improve our math scores?', as opposed to, "what can **WE** do to improve the math scores?". That presents a shared, communal environment. This is exactly my approach as a leader in any group, especially in the arena of principal and teacher relations. Ultimately, we are all here to **SERVE** the students, and when teachers and principals develop the collaborative, communal learning environment, true progress is made.

This is a wonderful post. I agree with you 100% about principals being servants to teachers. Teachers will then step up their game and be EXCELLENT in whatever they do. You are so right. We are all here to serve the students because without them we would have no job. Being a servant has great valuse to it and it makes team work a lot easier. Great point Jack. I think I told you this before, but I must say it again. You always have such good posts.

I agree with Nedrah. This is a wonderful post. I am very fortunate to have a principal that tries very hard to work collaboratively with all staff. Of course, he does have his moments when it is more of a "do what I say" than "let's figure this out together". What I have found though, after six years of working with him, is that he becomes more domineering and controlling when there is pressure on him from the administrators and directors above him in central office. The pressure moves down the ladder from central office to the principal, who in turn puts pressure on teachers and staff. The professional learning community needs to encompass not only a school, but the district as well.

Data Based Decision Making- Having a website totally dedicated to data based decision making is great. As to how I would use it, should be obvious. It provides step by step guidance. It provide great resources, and it provides case studies. I would definitely use it as resource, and would encourage others to do so as well.